

Reading Toolkit: Grade 3 Objective 3.A.2.b

Standard 3.0 Comprehension of Literary Text

Topic A. Comprehension of Literary Text

Indicator 2. Use text features to facilitate understanding of literary texts

Objective b. Identify and explain how graphic aids contribute to meaning

Assessment Limits:

Pictures and illustrations

Pictures and illustrations

Punctuation

Punctuation

Print features

Print features

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Advanced/Gifted and Talented Reading Grade 3 Objective 3.A.2.b

Other Objectives Addressed

- a. Identify and explain how organizational aids contribute to meaning
- c. Identify and explain how informational aids contribute to meaning

Instructional Task

Students will use text features to prepare oral interpretations of Caldecott Medal picture books. The teacher will organize a "Read Across America" style read-aloud program in which the third grade students will select and read a Caldecott book to a group of younger students (authentic product).

Development of Task

1. Students will read a Caldecott Medal picture book and identify the organizational aids (title), graphic aids (illustrations, punctuation, print features) and informational aids (captions and footnotes) that contribute to meaning (Objectives a - c).
2. The teacher will model an oral interpretation of a Caldecott medal picture book. The teacher will then "think aloud" regarding the text features that helped in the interpretation (auditory learning style).
3. The teacher will provide a selection of Caldecott Medal picture books and students will work in pairs to choose one for the read-aloud (choice).
4. Students must explain their choices by discussing this question: "What are the text features that caused you to choose this book for your read-aloud?" Students must discuss text features from all three categories: organizational, graphic, and informational aids (analysis). Note: All books may not use captions and footnoted words.
5. Students will answer the following questions to analyze how text features contribute to meaning:

1. Does the title help the students understand the book? Compose another title that would help students understand the book.
2. Which illustrations are important to help students understand the book? Why?
3. Which sentences have punctuation that helps you read the story orally with meaning?
4. Which sentences use print features (underlining, bold print) to help you read the story orally with meaning? How could you add print features to help you read the story orally with meaning?
5. What words or phrases in the story might need explanation? Write three footnotes that explain words or phrases in the text.

6. Students will compose oral interpretations using the text features to interpret the meaning (synthesis).

7. Students will prepare an introduction for the read-aloud to the younger students (interpersonal intelligence). Students will also develop after-reading discussion questions that focus on text features. A sample question might be, "What part of the read-aloud really got your interest?" If a student said it was the pictures, the readers might ask which picture was a favorite and why. If a student said it was the reader's oral expression, the reader might explain how punctuation or print features were used to interpret the meaning.

Lesson Seeds

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Activities

Students will read a literary text without illustrations. After reading is complete the teacher will place students in small groups. Each group will be assigned to list the elements that should be included in an illustration for that text. Students must have a text-based reason for each element they would include in an illustration. Students will share their proposed illustration with their classmates. Teacher Note: As an extension of this procedure, students may draw the illustration, design the illustration from magazines or clip art, or computer-generate an illustration.

After modeling the use of end punctuation, the teacher will provide students with a passage where selected declarative sentences are highlighted in blue, interrogative sentences in green, imperative sentences in yellow and exclamatory sentences in pink. After the teacher has reviewed this marked text with the class and explained how the end punctuation affects the understanding of the passage, students will be given another passage where selected end punctuation has been removed. They will supply the end punctuation and then read aloud those sentences where the tones of their voices reflect the end punctuation. Finally students will offer explanations regarding how the punctuation affects an understanding of the passage. For example, a question mark at the end of a certain sentence might indicate a concern of one character for another—a graphic feature as a part of characterization.

The teacher will present the class with a series of illustrations or paintings. In a discussion students and teacher will note the people, objects, or surroundings in the visual and then talk about how that illustration or painting makes them feel citing elements of that work that support the feeling. Next the teacher will present students with a series of poems or short passages where a mood is dominant. Have students select illustrations or paintings to match the print text. Discuss why the text and visual are good matches. Finally present students with a poem or prose passage that is already paired with an illustration or painting. Have students use the visual to determine a mood for the text and then read the text to see if it reflects the visual.

The teacher will review with students the various types of print features: bold print, color print, font type, italics, and underlining. Next the teacher will instruct students in the various reasons for which an author might use a print feature: to indicate a conversation, an interior monologue, plot or setting changes, or the importance of a portion of text. Next students will peruse a series of passages selected by the teacher for their use of print features. By highlighting, underlining, or whatever means is available, students will note print features in these passages. Students will supply a viable literary reason for the use of the print feature and be prepared to defend their reasoning in class discussion. Once answers have been established, teacher and students will discuss how the use of that print feature can help a reader to comprehend the passage. For example, an embedded portion of text in italics within a section of regular print might indicate a character's thoughts. Those thoughts might be in opposition to what that character actually says. This might indicate secretiveness in that character's behavior. Essentially the use of the print feature may be a step in analyzing a character.

Clarification

Reading Grade 3 Indicator 3.A.2

To show proficiency of the skills included with this indicator, a reader will demonstrate knowledge of the **text features of a literary text** which are the elements by which a literary text is organized. Identification of each feature and its relationship to all other features assists a reader in comprehension of an entire text. As complexity of a text increases, a reader advances from identification to explanation and analysis of the features. Considering how all these features work together helps a reader to understand and evaluate a text.

To **identify, explain, and analyze how organizational aids contribute to meaning** of a literary text, a reader must first locate the title of the literary text and consider any information that a title might give about the content of a text. That information can help a reader predict the focus of the selection. After reading a whole text, a reader can return to the title to determine its role in the meaning of the text. For example, a title might relay or enhance information about any narrative element: character, setting, story events or theme.

In addition, a reader can **locate and consider the chapter titles**. They can define in smaller segments the character development or story events within that section. Subtitles or subheadings break the narrative elements into even smaller sections.

Graphic text features include pictures, illustrations, punctuation, and print features. Organizational text features include the title of the work, chapter titles, subtitles, and subheadings. Informational aids include footnoted words and passages, biographical information about the author, introductions, and photographs. These features assist a reader when constructing meaning of an entire text by providing an informal outline. A critical reader uses these aids to enhance understanding of an entire text by judging their relevance to the work.

To **identify and explain how graphic aids contribute to meaning**, a reader must locate these text features within a text. Pictures and illustrations extend a reader's comprehension by providing a visual that enhances a reader's understanding of a text. Punctuation can be a clue to tone, mood, or author's style. Print features such as font type or font color serve as signals that changes are occurring, conversation or interior monologue is beginning, or simply that this text is important.

To **identify and explain how informational aids contribute to meaning**, a reader needs to focus on the location of these features within a literary text. Each of these informational aids provides scaffolding for a reader to fully comprehend a literary passage:

- Footnoted words and phrases offer a reader more detailed information about terminology.
- Captions for pictures and illustrations emphasize information stated in the text or provide additional information that is not always contained within the body of a text.
- Biographical information about the author gives interesting or relevant details about the author's life and can, at times, offer reasons for the author's purpose in writing about a particular subject or event.
- Introductions to literary pieces help a reader make predictions about content or create a basis for fully understanding a text.
- Photographs of people and places aid a reader in visualizing as he/she reads.